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Eton Porny C of E First School

Pupil Premium Strategy – 2017/18

We are all created unique and special.

He made us all perfect having our own uniqueness.

1 Peter 4:10-11 "God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another."

Pupil premium strategy statement - The Pupil Premium Grant is allocated to schools by the government to provide funding for the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through half termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Designated staff member in charge: Mrs Marie Bergin/ Mrs Katherine Russell

Nominated Governor: Kirsty Lockie/LGB

Our School Improvement Priorities are:

- Assessment/ARE demonstrates the raised expectations of the curriculum.
- Raise achievement in English across the school.
- Raise achievement in mathematics across the school.
- Pedagogical development in line with the National Curriculum.
- Building leadership capacity to ensure effective succession planning. Focus on rapid progress and sustainability ensuring the development of future leaders in the school.
- Develop, make explicit and deeply embed distinctively Christian values and characteristics within the daily life of the school. Christian values and characteristics have a significant impact on the achievement of all learners.

1. Summary information					
School	Eton Porny Church of England First School (Member of the Slough and East Berkshire Multi-Academy Trust since February 2016)				
Academic Year	2017-2018	Total PP budget	£ 19,800	Date of most recent PP Review	Sep 2017
Total number of pupils	109	Number of pupils eligible for PP	16 (15%)	Date for next internal review of this strategy	July 2018

2. Current attainment				
	<i>Pupils eligible for PP 2017 School</i>	<i>Pupils eligible for PP 2017 National</i>	<i>Pupils not eligible for PP 2017 School</i>	<i>Pupils not eligible for PP 2017 National</i>
EYFS GLD	100%	56% (RBWM provisional data)	75%	77% (RBWM provisional data)
Met end of year 1 expectations in phonic screening	75%	68%	87%	81%
Met end of year 2 expectations in reading	100%	61%	87%	76%
Met end of year 2 expectations in writing	100%	52%	73%	68%
Met end of year 2 expectations in maths	100%	75%	90%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Emotional, social and behavioural difficulties
B.	Language and communication skills
C.	Encouraging sustained engagement of parents to assist and support their children's learning
D.	Poor confidence and emotional resilience
E.	Sustaining the breadth of provision with trained, skilled staff within the budget.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance and Punctuality
G.	Access to extra-curricular activities e.g educational experiences such as trips and participation in physical activities and a range of enrichment activities
H.	Parental engagement

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across Key Stage one for all children eligible for PP, including higher attaining pupils.	All disadvantaged pupils, particularly including higher attaining children make at least as much progress as their similar peers.
B.	Improved parental engagement will support better working partnerships with parents for better academic success and higher aspirations for our pupils.	Parents more engaged in their children's learning, encouraging high aspirations.
C.	Attendance and punctuality to improve.	Attendance levels in line or above national figures for PP Children. Persistent absence to decrease so that PP pupils are in line with school and national attendance figures.
D.	For disadvantaged pupils' social and emotional needs to be met	ELSA pre and post questionnaire show improvement in targeted attitudes and behaviour.
E.	Improve language and communication and skills for children eligible for PP	Pupils make rapid progress by the end of the year so that all children eligible for PP make better than expected progress from starting points, meeting or close to meeting age-related expectations.

Key expenditure – how the allocation will be spent		
Academic year	2017 – 2018 £26,272.02 Actual spend	
Area of Spend	Intended outcomes – why these approaches were taken	Review
Quality First Teaching Actual spend £3,834.48	Class teachers have in-class support, to support groups of pupils and to allow class teachers to work with groups of children and carry out 1:1 pupil mentoring. Ensure that teacher assistants are effectively used to develop learning and build independence. Support within lessons to improve understanding of learning in reading, writing and mathematics. Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning.	Data for Summer 2018 indicates that Pupil Premium (PP) children across the school are making good or better progress from starting points at least in line with their peers. The majority of our PP children are working at ARE with some working towards greater depth in areas of the curriculum.
1:1 Pupil Mentoring Actual spend £529.11	Quality first teaching has the greatest impact on pupil progress (EEF). Personalised support for children, where class teachers work with pupils on individual targets, next steps and how to meet them. For pupils to have the opportunity to discuss their attitudes, concerns. Improve self-confidence.	This has enabled each teacher to spend quality time half termly 1:1 with each child. Pupil progress meetings have demonstrated that each teacher knows their pupils very well and have a deep understanding of their learning, progress and next steps. Pupil voice has indicated that they value this 1:1 time with their teacher where they can talk about what's working well and what they need to do next. They like having the opportunity to ask questions and talk about things that they might be worried about. <i>'We get to meet with our teacher and they encourage us and tell us about the things we are doing right and how to get more things right' (Year 4)</i> <i>'Meeting my teacher shows me about growth mind-set and the things I can't do YET. It challenges me and helps me to know how to get even better. It also is good for encouraging me.'</i> (Year 3) <i>'My teacher shows me all the things that I've done well and the things I still need to get better at.'</i> (Year 2) <i>'We get time to look at our work and show them to our teacher to know what we are doing well and the things that we need to get better at.'</i> (Year 2) <i>'Miss Crees is nice and she laughs and if I get stuck she helps me a tiny bit but she helps me not gives me the answer' (Year 1)</i>
SEND/CO/Inclusion lead meetings with Class teachers Actual spend £352.78	Barriers to learning identified and strategies suggested. Teachers more confident and focussed in meeting individual pupil's needs.	Regular opportunities to collaboratively discuss the achievement of PP children, both in 1:1 meetings as well as during half termly pupil progress meetings has enabled provision to be precisely targeted.
ELSA 1:1 and small group sessions Actual spend £930.49	Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Personalised support for children with individual needs to access the learning and make good progress towards their targets. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.	Data for Summer 2018 indicates that all PP pupils accessing this provision have made progress from baseline starting points.
SALT / Speech and Language / Time to Talk 1:1 and small group sessions Actual spend £914.62	Accelerated progress for children who have been identified as having a specific need. Provide children with the space and time to talk, including developing their social and emotional skills.	Both PP children accessing this provision have made good progress to date from starting points in academic terms as well as socially and emotionally.

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<p>Enrichment activities Actual spend £1258.20</p>	<p>When a child enjoys a club, trip or activity, this can be a hook for them wanting to come to school. It gives pupils the experiences on which they can draw upon and increases their cultural capital. This can help to diminish the difference between disadvantaged and non-disadvantaged pupils. Pupils able to participate fully in school trips and residential visits. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Pupils enjoy the experience of being at school, talents, skills and efforts in non-academic subjects are celebrated and support the development of self-confidence.</p>	<p>All pupil premium children have accessed this resource and taken part in different enrichment activities. This has also included challenge days for the more able in both KS1 and KS2. Pupil and Parent voice have indicated that pupils have enjoyed fully participating in the enrichment activities provided.</p>
<p>Breakfast Club Actual spend £416.00</p>	<p>Support children and families with a calm start to the morning, so that children are physically and emotionally ready for school. Ensure that children have a healthy breakfast at the start of the day to sustain them with energy and better concentration in learning opportunities. Support daily attendance and punctuality at school.</p>	<p>2 Pupil Premium children so far have taken advantage of this opportunity. Pupil Comment: <i>'Breakfast club is good because I get to do things I can't do at home because sometimes my mum is too busy. Also, I get to hang out with my friends and eat my breakfast.'</i> (Year 3) <i>'It's nice to come to school and eat my breakfast I get baked beans and scrambled egg and play with all the toys.'</i> (EYFS)</p>
<p>EWO – Attendance Actual spend £150.23</p>	<p>Attendance is high profile at all times. There is statistical evidence that low attendance / persistent absence directly impacts on the rate of progress that children make. Being away from school can also affect self-esteem and confidence for pupils on their return and therefore impact on their ability to learn. Reward children for improved or good attendance. Ensure that periods of transition between one phase and the next, including moving on to feeder schools is effective.</p>	<p>Attendance for PP pupils had improved since last year. They are all at least in line with their peers with the exception of 1 child.</p>
<p>Training for Eton Community Association Volunteers – Reading Actual spend £50.00</p>	<p>Disadvantaged learners receive 1:1 support from volunteers who have been specifically trained to support the development of reading effectively. More frequent meaningful reading opportunities. Improved confidence, fluency and comprehension.</p>	<p>Pupil Premium children in Year 2 have accessed this support. All pupils involved without exception are making good progress in reading.</p>
<p>Lunch/Nuture Club Actual Spend £6568.87</p>	<p>Help children create positive friendships and develop social skills Reduced incidents of disruptive behaviour. Pupils enjoy coming to school</p>	<p>Behaviour data for the school to date indicates very few incidents of disruptive behaviour involving pupil premium children.</p>
<p>Interventions and booster groups, including same day interventions Actual spend £11,267.24</p>	<p>Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching to prepare pupils for future learning to build increased confidence and enable pupils to access the curriculum at higher level helping to diminish the gap between them and their non-disadvantaged peers. Improve learning outcomes in reading, writing and mathematics. Consolidation of learning completed in classes – time for practice and application of skills.</p>	<p>Data for Summer 2018 indicates that Pupil Premium (PP) children across the school are making good progress from starting points at least in line with their peers. A significant number of our PP children are working at ARE with some working towards greater depth in areas of the curriculum.</p>

Area of Spend	Intended outcomes – why these approaches were taken	Review
Developing pupil leadership roles	<p>Raise pupil aspirations and self-esteem, giving them areas of responsibility and the chance to further develop the life skills of problem solving, reasoning, resilience.</p> <p>Developing a sense of community and belonging, improving inclusion and confidence.</p>	<p>Comments from pupils:</p> <p><i>'I liked being a vice house captain because I got count the sticker charts. It made me feel special. I would love to do it again in year 4.'</i> (Year 2)</p> <p><i>'I was a vice house captain and we won a competition whilst I was doing it.'</i> (Year 2)</p> <p><i>'My aim is to have all the leadership roles because it makes me feel proud and like I am helping other people and our school. I like the communication team because we get to make a lot of decisions for our school because it is our school too. Eco club teaches us and other people about issues in the world like plastic in the oceans so we grow up to be good people. I got to do an assembly and share all my learning with the rest of the school.'</i> (Year 3)</p> <p><i>'I liked being a house captain because we had our pictures taken and put on the wall so they know we are important. I liked being helpful and doing the jobs. I have also been the laptop monitor so I get to help out in the assemblies.'</i> (Year 4)</p> <p><i>'I was a house captain, I have to fill out an application form which my dad helped me a bit with. I got to have lots of jobs like counting the stickers and it just took all my stress away. I became more confident and less quiet too because I knew the other children liked me and were cheering for me. In year 4 I have been the music monitor which I love because I love music.'</i> (Year 4)</p> <p><i>'I am a playleader and I help the reception children to learn to playthings like football. A man came in to do some sports with us. Also I'm a stair monitor which is important because it helps children to stick to the rules and listen to me. It is important to have jobs and be helpful to other people in the school.'</i> (Year 4)</p> <p><i>'I like playing with everyone on the playground and sometimes the play leaders. I would like a shiny play leader badge so that I can do all of the jobs. I liked going to Trevelyan to do a sports competition because we got to do lots of sports and race against other people. Our teachers are really nice and they help us to learn.'</i> (Year 1)</p> <p><i>'I like to play with all the children and all the other stuff. I would like to do a house captain job one day. I like all of the teachers and the big children I would like to be like them one day.'</i> (Year 1)</p>
Express events	Provide regular opportunities for parents to engage with their own child's learning and development. Promoting positive partnerships and conversations with parents about learning with school and between the parent and their child.	To date, parental feedback from Express events has been positive and has supported our families in keeping up to date with their children's learning in school on a regular basis.
Termly 1:1 progress feedback meetings between parents and the class teacher	For pupils and parents to be aware of achievements and time given to discuss targets and next steps. To support parents in better understanding how to support their own child's learning and development.	To date, parents have commented positively about the termly 1:1 progress meetings, one father in particular stating that the Record of Achievement that they took away along with the targets and next steps were easy to understand and useful in supporting their child at home.

Area of Spend	Intended outcomes – why these approaches were taken	Review
Development of tier 2 vocabulary	Developing, using and broadening of tier 2 vocabulary, orally and specifically being taught across all subjects. This approach will help to close the achievement gap in between disadvantaged and non- disadvantaged pupils.	<p>The impact of these CPD events can be evidenced in the classrooms as part of learning walls, in pupil books at the start of each project and developed throughout each project. Vocabulary use as well as editing and re-drafting sessions were also observed during our NET Blink Review where strong teaching was jointly observed by the reviewer and myself.</p> <p>Data for Summer 2018 indicates that Pupil Premium (PP) children across the school are making good progress from starting points at least in line with their peers.</p> <p>A significant number of our PP children are working at ARE with some working towards greater depth in areas of the curriculum.</p>
EYFS Parent Workshops	Promoting positive partnerships and conversations with parents about learning with school and between the parent and their child.	Mathematics and Literacy workshops were held during the Autumn term by the EYFS Lead. These workshops were well attended and feedback from parents indicates that these sessions were positively received. Data for the EYFS indicates that these workshops have had a positive impact on the children’s learning.
Staff CPD re: SEND additional needs	High quality CPD for all staff to maintain high standards of teaching within an inclusive school. Enabling the needs of all learners to be effectively met with teaching and learning that is responsive to need.	<p>Staff have adapted learning environments that enable pupil needs to be met more effectively, e.g OT Handwriting, ASD, Making the Best Use of Teacher Assistant Support in the Classroom.</p> <p>Data for Summer 2018 indicates that Pupil Premium (PP) children across the school are making good progress from starting points at least in line with their peers.</p>

How will the school measure the impact of the Pupil Premium?

Half termly attainment and progress analysis will take place, comparing the achievement of pupil premium pupils with that of their peers. The data and analysis will be used to inform half termly pupil progress meeting discussions, provision management and inform the early identification of need through the Class Profile. Data analysis will be completed by Middle Leaders within their subject areas and Senior Leaders, informing standards and quality of provision across the curriculum, particularly within core subject areas. Half termly pupil progress meetings will take place between Class Teachers, Senior Leaders and the Inclusion Lead, including updating the Provision Management tool and individual Class Profiles to ensure that curriculum provision is responsive to pupil need.

At each review the school will collate information as outlined above to evaluate the impact of actions taken and plan how the funding will be allocated across the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for Pupil Premium who will benefit from these groups if their need is similar and we believe progress can be made towards individual targets.